

2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Analyze human modifications of landscapes, and examine the resulting environmental policy issues.
6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

## **Senate Bill 2X High School Exit Exam Highlights**

- Senate Bill 2X requires all students completing grade twelve to pass a high school exit exam in language arts and math commencing in 2003–04.
- The bill requires the State Superintendent of Public Instruction to develop and the State Board of Education to approve the exam by October 1, 2000.
- Beginning in 2000–01, grade nine students will be eligible to take the exam.
- Beginning in 2001–02, grade ten students will be required to take the exam.
- The law does not make the exam a requirement for graduation until 2003–04.
- If a pupil does not possess sufficient English language skills to be assessed by the exit exam, the district may defer the requirement that the student pass the exam “for a period of up to 24 calendar months of enrollment in the California public school system until the pupil has completed six months of instruction in reading, writing, and comprehension in the English language.”

## **College Entrance Requirements**

Parents generally know that many colleges require good high school grades for admission. Although grades are important, students do not have to have top grades to get into college. There are colleges for every student. You should also know that students need to take a specific series of college preparatory classes in high school, and the minimum requirements vary depending on the selected college or university. The a–g requirements noted below are submitted by the Regents of the University of California and are generally the most rigorous:

- a. An English class every semester of every year for four years.
- b. A mathematics class every semester of every year for three years, including algebra and geometry. Four years are recommended.
- c. Two years of a laboratory science beyond the ninth grade. An additional year is recommended.
- d. Two years of history–social science, which are to include U.S. government, world history, culture, and geography.
- e. Two years of the same language other than English.
- f. Two years of college preparatory electives in addition to those required in “a–e” above.
- g. One year of visual and performing arts, effective for the entering class of 2003.

Every high school has a list of acceptable classes and can tell you how many should be taken. At least one class in the area of visual or performing arts is a good choice for many students.

To gain admission to college, your children must also take either the Scholastic Assessment Test (SAT) or the American College Test (ACT) and submit the scores. Find out when the tests are given and be sure your children sign up to take one of them.

# **HISTORY--SOCIAL SCIENCE**

## *The California Content Standards for Grade Eleven*

**CALIFORNIA  
DEPARTMENT  
OF EDUCATION**

**2001**

# United States History and Geography: Continuity and Change in the Twentieth Century

**S**TUDENTS IN GRADE ELEVEN STUDY THE major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Students:

- Analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- Analyze the relationship of the rise of industrialization to large-scale rural-to-urban migra-

tion and massive immigration from Southern and Eastern Europe.

- Analyze the role religion played in the founding of America; its lasting moral, social, and political impacts; and issues regarding religious liberty.
- Trace the rise of the U.S. to its role as a world power in the twentieth century.
- Analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- Analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- Analyze America's participation in World War II.
- Analyze the economic boom and social transformation of post-World War II America.
- Analyze U.S. foreign policy since World War II.
- Analyze the development of federal civil rights and voting rights.
- Analyze the major social problems and domestic policy issues in contemporary American society.

## Historical and Social Sciences Analysis Skills

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills:

### Chronological and Spatial Thinking

Students:

1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.
4. Relate current events to the physical and human characteristics of places and regions.

### Historical Research, Evidence, and Point of View

Students:

1. Distinguish valid arguments from fallacious arguments in historical interpretations.
2. Identify bias and prejudice in historical interpretations.
3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### Historical Interpretation

Students:

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.